

AMERICAN JOURNAL AND NATIONAL EDUCATION EDUCATOR.

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

XXVI

ST. LOUIS, MO., AUGUST 9, 1893.

No. 8.

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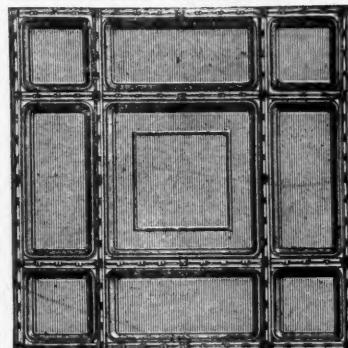
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AMERICAN JOURNAL of EDUCATION AND NATIONAL EDUCATOR.

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VOL. XXVI.

ST. LOUIS, MO., AUGUST 9, 1893.

No. 8.

NINE Editions are published by PERRIN & SMITH, 208 to 212 Vine Street, each month, and "Entered at the post-office at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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ANNOUNCEMENT.

On the 17th day of July the AMERICAN JOURNAL OF EDUCATION, with its subscription list, good will, and all that pertains to this publication, was purchased by PERRIN & SMITH. Having had many years experience in the newspaper business as publishers, and having been the printers of this old and established journal for twelve years, its subscribers and readers may rest assured that they will lose nothing by the change in the ownership of the paper. It is our purpose to improve the mechanical appearance of the paper in many respects.

We take great pleasure in announcing that MAJOR J. B. MERWIN, who has been the managing editor for twenty-five years, will continue to be its editor, and will give its columns the benefit of his long experience as an educator and as an editor.

All contracts for advertisements in the JOURNAL will be filled by the present publishers.

Please notice that hereafter all letters for the AMERICAN JOURNAL OF EDUCATION should be directed to

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BELIEF is healthy—despair sickens.

A wise people do not allow great souls to emigrate.

YOU never attain success unless it is right—wrong is never success.

Great souls—real teachers—are the glory of the community and the people.

THE man who utters a truth—though he speak low—speaks very loud.

ENTHUSIASM, says Dr. Strong, is always accomplishing "the impossible."

As long as you possess love you are in a divine light. Only hate is darkness; love is light.

INTELLIGENCE! one cannot judge of its power or its value when one does not know what it is.

To go forth—to arouse and to awaken, to work a deliverance from ignorance—this is the mission of the pen.

MAN has no tyrant like ignorance. We ought to vote to dispel such a tyrant speedily in all the States. Ignorance hurts in all.

THE printed page, remember, keeps the people well posted and well informed on all important matters and events now-a-days. The teachers should circulate the printed page liberally among their patrons.

To every widening of the horizon by travel-reading and intelligence, there comes an enlargement of conscience and of power to help the people.

WHEN we vote for longer school terms, for better compensation to competent teachers, we vote for the light, for the dawn of a better day, for peace and happiness. Vote right.

A BURDEN of six million illiterate, helpless, vicious people, turned into productive, law-abiding, happy citizenship—this is what the training in the common school means in all the states.

ABILITY and necessity dwell near each other, though it is not always easy to bring them together, but the ability to educate the masses involves the necessity for doing this. "We must educate, or we perish."

OUGHT we not to remember at all times, that if every person has a right to vote when he becomes a man, that the right of every child to that degree of knowledge which shall qualify him to vote is a thousand times as strong?

To eyes that can see, what a vision is opened when we teach a child to read. What an immeasurable vision the *four hundred thousand* teachers give by their work. No danger of saying too much in *their* favor, of pleading too strong for a proper recognition of their work.

THE power of the printed page with its new and vast revelations, has not yet been understood and valued as fully as it ought to be. See that the people as well as your pupils get these new ideas and revelations.

YES, let our teachers everywhere more and more circulate the printed page. This reinforces and inspires to right thinking and right action, until right thinking and right action become the *habit of life*.

DR. STRONG, author of "The New Era," closes this wonderful book with a plea for "An Enthusiasm for Humanity." All through his pages that enthusiasm—God within—burns in his words and thrills in his tones. It is just the book to put into our public school libraries and reading circles.

AFTER all, what is in truth practical, save that which serves to aid in developing the perfected life of the soul? It may be that no treasure of intelligence, gotten or communicated, can be truly mine until I have wrought its transformation into the Pearl of Great Price. That may be, is the one genuine alchemy that gives both power and peace.

LET us carefully dispel all confusion touching the unrighteousness and danger of illiteracy in such a government as this.

This is the work our teachers are largely set to do. The printed page of the newspaper is a constant reinforcement in this direction.

Keep circulating the printed page among the people.

EVERYWHERE in our educational system proper stress should be laid upon qualifications and attainments—and means should be provided to secure and pay for the most competent instructors.

Parsimony towards education is liberality towards crime, and school officers should not only understand this, but be made to feel the force of this truth in all our school communities.

OUR teachers should look more carefully after the *practical* application of what they teach in the shape of assisting the pupils not only to write letters, but receipts, drafts, interest-bearing promissory notes, bills of account, and other business forms. Try them, and find out whether this can be done or not by your pupils. If satisfactory results are not obtained, see to it that a certain portion of time is spent in this direction, until these practical results are familiar and the pupils can do these things correctly.

Please notice the change in the ownership of the AMERICAN JOURNAL OF EDUCATION, and send all letters and money to Perrin & Smith, 208 Vine St., St. Louis.

A DOZEN copies of this Journal put into every school district, will make from a hundred to a hundred and fifty intelligent, warm friends of better schools and of longer school terms.

"ENTHUSIASM is conviction on fire," says Dr. Strong, in "*The New Era*," just published by the Baker & Taylor Co., New York. This book should speedily find a place in every school library.

To avail one's self of the *ubiquity* and power of the *printed page*, to be everywhere at the same time with an inspiring, helpful consoling thought—this is the work our teachers are set to do in the world.

DR. Strong, in "*The New Era*," says: "I would rather have part in the glorious work of creating the new Christian civilization of the future than to bask in the full radiance of its glory." Our teachers are the prime factors of this new civilization.

How many parents make use of the teacher, as an arm upon which their children lean in their weakness? We wish they could and would reciprocate by allowing the teacher to make use of them, as of a heart. How blessed and helpful such a reciprocal relation!

YES, be sure and get some "tools to work with," in your school early in the session. You can do *ten times* as much work and *ten times* better work, with *Blackboards, Maps, Globes* and *Charts*, than you can do without these "helps."

Get "some tools to work with."

WE wish the people could realize that it is against *themselves* that they perpetrate a wrong when they limit and hinder intelligence by crippling the schools. It is what we do not know that blights our lives. Above all things else give the people intelligence by maintaining and extending our common schools in all the states.

"FROM the school officers of every State comes up an earnest cry for more money. Sagacious purposes and patriotic endeavors are hampered, if not defeated, by deficiency of means," says the Rev. Dr. Curry, general agent of the Peabody and Slater funds; and no man in this nation today is better posted as to the actual needs and condition of the people in regard to the demands and *necessities* of our public school system.

PUT together those who love the right—those who think—and those who work—and no power on earth can resist them. The teacher has a double function—an individual heroic life—and a fearless, public action.

INTELLIGENT, large-minded people are *liberal* and progressive and helpful—the ignorant are bigoted, wilful and despotic—they do not realize their relations to the public, which is doing so much for them to provide food, clothing and shelter. The schools give us intelligence, obedience, co-operation and power.

INTELLIGENCE progresses evermore, and its successive creations abide with us.

"A thing of beauty and joy forever."

The beautiful does not drive out the useful—but adds to it and multiplies it. At each advance step we take in art, a new surprise of strength and power awaits us.

PLEASE to be sure when you remove to another postoffice, and want the AMERICAN JOURNAL OF EDUCATION sent you, to notify us *at once* of the fact, stating what postoffice it was sent to before you moved, and what postoffice you wish it sent to now. It costs only a cent to do this. Do it promptly and write your name plainly, and you will not miss a single issue of the paper.

MR. THEODORE F. SEWARD says of Dr. Strong's book, "*The New Era*": "The great demand of this transitional period of religious history is for popular education in the laws of eternal truth. This demand is so adequately supplied by Dr. Strong's book, that all who realize those truths as opposed to the misleading dogmas of scholastic theology, will certainly desire to extend its circulation. At this particular time, and in the direction needed, this book is in itself a liberal education."

IN this country, where each is born to all the rights of mankind without distinction, the education of all must be provided for. Not by *pauper* schools, for that would be to burn into the plastic mind of the youth his misfortune, and he never would outgrow the stigma. Neither is it safe to leave the education of youth to religious zeal or private benevolence; for then inequalities of the most disastrous kind will slip in, and the State find elements of caste and discord continually growing up.

OUR patrons and teachers find that "the printed page" is more and more a great power to enlighten, interest and harmonize the people, hence they circulate largely the AMERICAN JOURNAL OF EDUCATION.

Each one reads it, and so reinforces himself by the best thought and the

best arguments of the strongest minds, vigorously and tersely expressed. He helps his neighbor, too, the better to understand his view of the case, because, having before him the printed page, he reads and re-reads it so as to confirm his impression, and then appeals to it again, as it stands there in print.

IT is well and wise to send *ten cents* to register packages sent by mail.

Many of the postal clerks are new men, and are not familiar with all the postoffices; but if a book or package is registered, it will go safely and quickly to its destination.

LET us commence early to agitate for estimate to keep the schools in session six months as a minimum and *nine* months where it is practicable to do so; and be sure that the estimates are large enough to cover the amount of \$50 as a minimum salary per month for all teachers.

It can be done.

LET all earnest teachers enlarge their power by an acquaintance with the achievements of the world as exhibited at "*The World's Fair*."

Let the intelligent teacher cease to base her claims upon the theory of dependent, and assume for herself a place among the intellectual forces of her locality.

Let her excite an interest in the world's achievements, and she will soon obtain the co-operation of the best in the community in which she labors. Get a library or a reading circle started early as possible. Circulate the printed page with its revelations of progress and power.

WE hope Gov. Crittenden will carry with him and spread everywhere, the convictions forced upon him and so tersely expressed while Governor of Missouri. He said:

"No State is great until its educational facilities are great."

He said:

"Parsimony towards education is liberality towards crime."

He said:

"Let no efforts be considered too great, no patience too exhausting, and no means too arduous to extend it to all classes of society."

He said:

"Education is contagious, and every facility should be given for its diffusion."

He said:

"Crime as inevitably gives way before the march of education as the Indian, the wolf and the buffalo do before the tread of civilization."

He said:

"There is no cheaper defense to a community or a commonwealth than education."

cannot be bad, and get along,—each conserves the virtue, strength and intelligence of the other,—hence the value of the teaching and of the experience of pupils trained in our common schools.

WE print in this issue a document of great value to every parent, teacher and school officer in the West and South—it is a list of topics for discussion among the people, by Hon. John G. Harris, Supt. of Education in Alabama.

"TEACHERS and schools are needed which will lead the child on to a study of nature, to a love of science, which will discover what interests him most, and round that will gather all the other branches of learning and science like spokes of a wheel, all radiating from and leading to that magic center."

"IT is of absolutely no use to put schemes upon teachers. They will rebel, openly or tacitly, every time, or, at best, yield but a weak and inefficient obedience. The minds and hearts of teachers must be reached, and this peremptoriness never does. A magnetic leader who can *enthuse* a body of teachers, is what every school locality needs."

LET it be known that there is a great deal of self-denial and manliness in poor and middle-class houses, in both the town and country, that has not yet been put into literature, and never will be, but that keeps the earth sweet; that saves on superfluities, and spends on essentials; that goes rusty, and educates the boy; that sells the horse, but builds the school; works early and late, pays off the mortgage on the farm, and then goes back cheerfully to work again to help others on in the world.

WHY not invite the parents, and the editors, and the lawyers, and the ministers, and let them see what progress the pupils are making in your school—what interest they take in the work, and how much the schools build up and establish order and obedience and punctuality and industry. If the people can see what and how much our teachers are doing, they will sustain them liberally and stand by them. All these various interests are but *one* interest, and that is, a truer, better, nobler Christian citizenship. Our teachers train the pupils all the time into these habits and save to every school district in the land, *ten times*, the cost of the schools. Let us all take hold and help this work along—establish and extend it. It is what we don't know—what we cannot do, that hinders and blights our lives.

Only \$2.00.

We have made arrangements with the publishers of *The Cosmopolitan Magazine*, to furnish this beautiful, illustrated magazine and the AMERICAN JOURNAL OF EDUCATION at the low rate of \$2.00. This periodical is one of the finest monthlies in the world, and the very large circulation it has suddenly attained is an evidence of its great popularity. Send \$2.00 to this office, and you will receive *The Cosmopolitan* and the JOURNAL for one year.

How helpful and hopeful is it that in a larger number of districts, towns and cities than ever before, our school boards have had the *good sense* not only to hold on to competent teachers, but we are glad to state the *fact*, that they have voluntarily increased the salaries of those who were not paid as much as they were worth last year. This is a move in the right direction, and we hope to see it extended all along the line, and into *all* the States as well. Let us make the minimum salary \$50 per month, and keep the schools open nine months out of the twelve, also, in *all* the States.

WHEN the JOURNAL urges the formation of Reading Circles and School Libraries, it does so in a well-supported belief that our teachers need general cultivation much more than a constant comparison of school *methods*. Let the teachers be broad and intelligent in their interests and culture and the effect upon their classroom work will be as marked as it is mysterious to those whose zeal is neutralized by narrowness of view and effort.

Perhaps the recent invention of Historical Readers is meant to educate the teacher through the pupil. But will not the reverse of this process be found more economical and efficient?

We have received a copy of "Picturesque Chicago and Guide to the World's Fair," issued by *The Religious Herald* as a souvenir of fifty years publication of the paper, sent us by D. S. Moseley, the editor and publisher. The dear old *Religious Herald*, we wish we could say a few strong, tender words that would reach a full hundred thousand well-to-do Connecticut people, scattered through the West, which would lead them to "order" a copy of this *home* paper into their homes, and another copy for some friend, too. It is a strong, faithful, sturdy defender of "the faith of the fathers"—a faith which has built up the West in all the elements which make a people great, a State safe, and a nation prosperous. The book itself is attractive from the illuminated front cover to the last of its 384 pages. Text, letter press and illustrations are the best to date. It is a beautiful, valuable souvenir of "fifty years publication of the paper."

"It Stands Unrivalled."

PROF. H. C. MASON, a teacher of a large experience in some of the most important cities in the South and West, writes as follows of this journal and its work. He has taken it for twenty consecutive years. He says:

"Give us a strong liberal journal, upon whose broad platform the educational fraternity of America can stand.

"Let it observe, collect, compare, suggest, approve, originate plans of work—any or all of these, but by all means let it be independent in the pursuit of truth, and devoted to the mental, social and moral elevation of the millions inhabiting this continent.

"A sectional periodical will not do. A one-sided sectional culture will not answer for our present civilization. We no longer train pupils to dwell in any particular State, but to become *American citizens*, to encounter and subdue ignorance, vice and crime, whenever or wherever they may present themselves.

"That the *American Journal of Education* meets the requirements above indicated, I feel confident. For many years, including sunshine and storm, I have watched the course of this periodical, have seen it deal with gigantic national as well as State educational problems, now urging friends to stand patient, strong and firm—but be sure to stand—now appealing to its enemies to "spare that tree," and persuading them by its fiery, irresistible logic that intelligence and republican government cannot long be separated that they are, in fact, inseparable.

"I have personally observed its effect for good in districts rural and municipal, West and South, and say that as a *leader* in educational work, calculated to awaken communities to the dangers of ignorance and the value of intelligence, aiding school officers, guiding and strengthening teachers in the discharge of duty, it stands unrivaled.

THE real teacher will always have something interesting and valuable to present beyond the information given in the text book. The teacher supplements both the book and the child experience. He is a constant student. He interrogates nature. His knowledge should be always fresh and sparkling; it is at once wider and more specific than that derived from text books. He opens up to the child mind new beauties and new wonders of the special topic under consideration. Curiosity is kept active. Every energy is aroused. The pupil grows strong as well as wise, and the power of ready and penetrating attention becomes a life habit. What estimate can be placed upon the value of such a teacher for your child?

Twelve To One.

"He flashes into gross crimes
That sets us all at odds."

—SHAK.

\$1,000 to \$75. What do we mean?

To emphasize and impress on your mind, vitally, a fact.

\$1,000 for what?

To arrest, convict, sentence and support a criminal in prison three years. That is the average cost. If you doubt it, figure it out. Go to the statistics of court and jail.

\$75 for what?

To educate a person so that he can take care of himself. We might add "and earn a surplus, which goes to enrich the State," but let that pass, though it strengthens the argument for schools very greatly—yet, let it go. We will strip down close, to the bare facts, to make it fight better.

\$75 multiplied by 12, makes \$900.

\$80 multiplied by 12, makes \$960.

Do you see it? What of it?

Why, this much: Twelve pupils can be fitted to take care of themselves, as far as schooling goes, for \$960. One State prison criminal will cost \$1,000 for the same time.

Follow them out from the school room, twelve children educated so as to be well equipped in mind for duty.

Can we send out the criminal at the end of his three years, as a good man, educated, pure-minded, refined, industrious, honorable, upright, virtuous, religious?

Can we take up a new criminal to be sanctified for the duties of citizenship? No—far from it. We may be compelled, in a few months, to arrest, convict, sentence and support the same criminal for three years more, or five years, or ten years.

Twelve to one again. Twelve new pupils can be educated for the same cost, or less than the old offender cost on his second term of imprisonment.

Twelve to one, every new term the old criminal serves. Say he has four terms in State prison. We could have educated four sets of pupils, that is we could have sent out forty-eight hopeful and vigorous candidates for the honors of civil and social life, for the sum that was wasted on the wicked and wretched culprit, who, even if he comes back no more to jail, stays out only as a burden, a loathsome wreck, if not as a dangerous outlaw. Forty-eight saved instead of the one not saved, nor likely to be.

Mr. Tax-payer, you ask us two questions: Will every such criminal cost the State \$1,000? and will every well-trained child be sure to keep clear of burdening the State as a criminal?

We say, no! no!

But we say further that a successful and bold criminal will cost the State and the victims of his villainy \$20,000, or \$50,000, or \$100,000, di-

rectly by his crimes, and indirectly by the terror of his crimes, as well as outright by pursuit and search, and expense of courts and jails—much more frequently than the well-trained youth will cost by entering the ranks of professional criminals.

Go through the figures.

More power to the teachers, more aid to their work, more zeal in the trustees and school boards, more love and work to co-operate by all the parents, more comfort and courage and efficiency in the pupil's daily duties, and no matter what it costs, it is worth all it costs.

Twelve saved to one lost. Twelve useful citizens to one burden and load. Twelve to grow up better and wiser for fifty years, against one poor wreck sinking fitfully but surely, till he lurches heavily, and sinks forever from sight.

Economy as the motive alone would say, "Educate," rather than "Punish." The patriotic economy—that of money—says, "Educate."

Twelve to one! Save the twelve, and may God save the State!

L. W. HART.

IN a wider, clearer vision, we may insist that though the school may prove a trial through which the pupil passes to his own purification and ennobling—it is rather a paradise for the true teacher, who is ever discovering new beauties and experiencing new pleasures through the re-examination of old themes under new conditions and in new lights. Nor are these themes narrow or limited in their range or interest. The themes of the school-room are nothing less than these—the *world* and *man*, time and eternity.

Do we all realize the *fact* as clearly as we ought to do, that our teachers not only instruct for the present, but initiate all into the wealth of the past. In the accumulated heritage which each generation gathers from its precursors, nothing is accepted that has not life.

For this reason, the progress of society is continual, however slow sometimes; and this progress, which comprises all the conquests made by man through the principal branches of ameliorating civilization, is in fact a succession of triumphs over ignorance, and will end not merely in the gain of a battle, but in the complete victory.

"No man is lord of anything
Though in and of him there be much consisting,
Till he communicate his parts to others;
Nor doth he, of himself, know them for aught
Till he behold them formed in the applause
Where they're extended; which like an arch
reverberates
The voice again; or like the gate of steel
Fronting the sun, receives and renders back
His figure and his heat."

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ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

PERRIN & SMITH, PROPRIETORS.

S. M. MATHES, Little Rock..... Editors.
J. B. MERWIN, St. Louis.....

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid?

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We ought now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month as other county and state officers are paid? Don't you think so too? Can we not all co-operate to secure these results? Ought we not to do this without further delay? We think this should be done.

A Code of Ethics for Teachers.

Prepared by R. B. DUNGRON, MRS. ADA RAY COOKE, and C. A. HARPER, Wisconsin.

EVERY individual on entering the work of the teacher incurs an obligation to maintain the dignity of the vocation and to make it honorable in the eyes of men.

There is no vocation in which a greater purity of character and a higher standard of moral excellence is required than that of the teacher.

Any course of action which tends to diminish public confidence in the teacher or his vocation must be termed a violation of the principle, if not the letter, of a code of ethics.

Every teacher should entertain a due respect for the wisdom and judgment of his seniors. In turn, teachers of experience and standing should extend every courtesy and render every assistance possible to young teachers just entering the work. In general, every teacher is under obligation to aid and encourage his fellow teachers by a friendly recognition and appreciation of their work.

For a superintendent or principal, without the consent of the proper authorities, to make tempting offers to teachers in other schools, or to recommend the appointment of any teacher to a position, the acceptance of which offers or position will necessitate the breaking of a previous contract, is inconsistent with the principles of ethics.

It is unbecoming to the dignity of the teacher to criticize a predecessor. It is part of the true teacher to adjust himself to the conditions as he finds them, and to plan his work according to the needs of the situation.

It is the duty of the retiring teacher to make all conditions as favorable as possible for his successor, and to hold himself in readiness to give him necessary aid and encouragement. For a teacher, however, to claim any proprietary right in his former school, to manifest undue interest by frequent visits, or to assume a dictatorial manner toward the new management, is prejudicial to the interests of the school and embarrassing to the new teacher.

It is derogatory to the dignity of the vocation to gossip about the failures and faults of other teachers. The very act of tale-bearing and detraction is vicious. To slander a fellow-teacher is not only a violation of a teacher's code of ethics, but is dishonorable and base.

To be constantly casting about for a new position, to be importunately demanding higher wages, or to be manifestly out of harmony with his surroundings, is discreditable to the teacher and annoying to the school board.

The welfare of the State demands the education of the child. The education of the child necessitates the teacher. The teacher, therefore, exists for the child, not the child for the teacher. The needs of the child must determine and define the duties and responsibilities of the teacher.

The needs of the pupil demand that the teacher enter upon his work with an open-minded, magnanimous, and manly spirit; with a confidence and a dignity which rest on a broad and accurate scholarship, and on a thorough knowledge of the principles of education.

The interest of the child demands that the teacher be a model in appearance, habit, and conduct.

Levity, sarcasm, innuendo ridicule, or remarks in any way reflecting on the character of the pupil or the school in general, are beneath the dignity of the true teacher.

Between the teacher and pupil there exists a confidential relation which should be duly respected by the teacher. Peculiarities and faults of individual pupils should never be made the subject of conversation in private or public circles, and need not be mentioned except to parents or guardians, and then only for a beneficent purpose.

The teacher must use delicacy and discretion in his social intercourse with pupils and parents. Privacies of personal or domestic life obtained during such intercourse should be guarded with fidelity.

As a citizen, it is the duty of the teacher to be ever vigilant for the welfare of a community, and to bear his part in sustaining its institutions and its burdens.

The teacher should cultivate those qualities which will give him admission to the best circles. He should aim to imbue the patrons of the school

with a deep feeling of the importance of educational work, and to win them to his aid by all proper means in his power.

It is wise for the teacher to interest himself in financial and business enterprises intended to benefit the community, and with due modesty to use his influence to expose delusive schemes and to encourage worthy projects. It is not honorable, however, for him to engage in any work for private gain which will in any measure interfere with a faithful discharge of his school duties.

Every teacher should aim to be, as far as possible, a model for the young, a satisfaction to the aged, a mentor to the enthusiast, an inspiration to the plodder. In fine, the teacher only fulfills the obligations of his calling in the highest sense when he becomes a blessing to the community and a benefactor to the race.—*New England Journal of Education.*

The Quiet House.

O mothers, worn and weary
With cares which never cease,
With never time for pleasure,
With days that have no peace,
With little hands to hinder
And feeble steps to guard,
With tasks that lie unfinished,
Deem not your lot too hard.

I know a house where childish things
Are hidden out of sight;
Where never sound of little feet
Is heard from morn till night;
No tiny hands that fast undo,
That pulls things all awry,
No baby hurts to pity
As the quiet days go by.

The house is all in order
And free from tiresome noise,
No moments of confusion,
No scattered, broken toys;
And the children's little garments
Are never soiled or torn,
But are laid away forever
Just as they last were worn.

And she, the sad-eyed mother—
What would she give to-day
To feel your cares and burdens,
To walk your weary way!
Ah! happiest on all this earth,
Could she again but see
The rooms all strewn with playthings
And the children round her knee!

—Alma Pendexter Hayden.

YES, most certainly we can, by a little effort, kindle in every school district a thousand-fold more interest and enthusiasm this year than ever before in the education of the children. To this end we ought to multiply reading circles, meetings, lectures, recitations and exhibitions of work done in the schools, in all the States.

Enlist the local papers to put in short items of what is being done in your school.

Keep full of hope, sweetness and light yourself.

Get a nine months' term of school voted.

The teachers aid the local papers more than all other influences put together. They create constantly an intelligent constituency who demand and are able pay for newspapers to read, and to circulate them.

The Schools Preserve It.

THE schools preserve our form of government—a precious inheritance. What has it not cost? What is it not worth? It may be well to inquire often as to what our form of government is, but a government of the people by the people for the people. But how can the people govern, how exercise sovereignty, except they have the knowledge requisite to that end? Sovereignty requires as much intelligence when exercised by the people as a whole, as when exercised by a single individual; it requires more.

Government for the people by the people implies that degree of popular intelligence which will enable the masses of men to comprehend the principles and to direct the administration of government in such way as to promote the general welfare.

Our form of government, therefore, requires a higher degree of intelligence on the part of the sovereign than any other form. That sovereign is the whole body of the people.

How, then, can the republican form of government exist and continue to exist unless from generation to generation, in perpetual succession, the citizen sovereigns are educated?

But the question is deeper still. How can civilization exist without education? What is civilization but the result of education, of the development and training of the powers of the individual? All human progress and happiness are, in the higher and broader sense, but education which confers the capacity both to do and to enjoy. If, then, to educate is to civilize, the great duty which society owes to the individual is to educate him, and the benefit thus conferred he is bound to return.

Suffrage without this intelligence in this country gives this ignorant mob

"Most power to do most harm—Least knowing ill."

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KIND and loving parents and teachers, cheerful school-rooms, playgrounds, and a stimulating and natural method of instruction, must all be united in order to make learning pleasing.—Comenius.

Earnest Work.

Knowing ourselves, our world, our task so great,
Our time so brief, 'tis clear if we refuse
The means so limited, the tools so rude
To execute our purpose, life will fleet
And we shall fade, and leave our task undone.
Let us be wise in time; what though our work
Be fashioned in despite of their ill-service
Be crippled every way? 'Twere little praise
Did full resource wait on our good-will
At every turn.

—Browning.

El Nuevo Mundo.

EACH new epoch gives rise to new interpretations of the "same old word." The same sun shining upon the same ocean keeps the same process of evaporation; the same interplay of gravitation balancing keeps up the same circulation of winds, and the same precipitation of moisture, and in the midst of it all new flowers are ever blooming and fresh fruits ever coming to maturity. And this is no less true in the work of mind than in the work of nature. So that we may just as truly say: There is nothing old under the sun as to keep repeating the same old commonplace: "There is nothing new under the sun." *New world and old world*—these are but relative terms, and the world just dawning upon the vision of Columbus was also the first to lift its crest to the sunbeams on the primal morning of creation.

So we are led to reflect by the reading of a remarkable poem that has but just risen into visible form 'through the creative workings of a finely endowed mind. *El Nuevo Mundo*—the new world—such is the title of this poem, the author of which is Louis James Black, whose volume, *Dramatic Sketches and Poems*, has already been favorably noticed in the JOURNAL.

But why a Spanish title for a book written in English? Think a moment and you will remember that the Italian, Christoforo Columbo, had to talk Spanish, and for long years of waiting more or less to "walk Spanish," before he could even get his face turned steadily toward The New World.

Very appropriate then is the Spanish title of this poem which has for its purpose to trace with one swift glance the whole process of history, as the continuous unfolding of the mighty world. True, whose fairest bloom and finest fruitage—the present and prospective civilization of the new world—is the central point of interest in the great Columbian Exposition now in progress. We will make no attempt to follow the author in his daring and marvelously successful flight, from the moment of purpose, when God's thought rose clear before him and he said:

"Lo! I will fashion for mine eyes to see
The mighty march of liberty."

On down through the ages to the moment fruition when God's thought rose clear before him and he said:

"Lo! I have fashioned for mine eyes to see
The mighty march of liberty."

Instead of this we must confine ourselves to noticing with what clear certainty of touch Mr. Black has marked each really vital factor in the

course of human events, and with what skill he has traced the golden thread of unity that seems as the special cord to bind all into a living whole.

All this but illustrates Mr. Black's fine philosophic might. On the other hand his poetic gift is no less rare, and the rare infusion of these two elements of power makes of this poem a peculiarly subtle and suggestive condensed commentary and bird's-eye view of the whole course of human history.

Clear of vision, and therefore buoyant of faith, Mr. Black has little patience with that pretentiously humble form of sentimentalism which often masquerades under the name of "Agnosticism."

"A bitter helpless creed!
No wonder-working deed
Can thence draw vigor which should surely
stream
Through all its pulses, and its fire must
deem
Itself a strange submission of the law,
Holding vague insecurity in awe;
A luminous truth that truth is built on ig-
norance,
And time's endeavor vast the daggling gift
of chance!"

No agnostic is your discoverer in whatever era of the world's progress. Rather is he full of daring hope, and for him always

"The western ocean licks its sparkling sands
With tongues of promise;"

And watching his career there dawns for us this rendition also:

"Reach but the heights of truth and every star
Trembles and shines for aims you seek and
love."

* * * * *
All forces of the land and sea and air combine
To bring to pass what feeds eternity's desire.

But space limitations—the reviewer's fate—forbid further quotation, and we can only urge the reader to give to these pages (less than a hundred) the careful perusal necessary to the full appreciation of their subtle significance, their rugged vigor, and their fine poetic flavor.

We predict that when the literature of the New World's quadri centennial has been at length fairly appraised, Mr. Black's poem will be found to stand alone in the comprehensiveness of its view, in the compactness and consistency and subtlety with which that view is unfolded, and in the number of passages whose rich suggestiveness and perfection of form must insure their frequent quotation.

It is a poem to be read with the mind all alert; to be re-read; to be studied. The wealth of its meaning and the subtle refinement of its beauty cannot otherwise be fully appreciated. Read it so, above all you who teach American history, and you will not be disappointed. W. M. B.

ALICE FREEMAN PALMER, in a recent address before teachers, said:

"We who are engaged in the profession of teaching are beginning to expect more of ourselves. It has been a great fault of ours in the past that we have not been sufficiently the leaders. The district school teacher has come to be known as a person of conscience, of strong beliefs but that

is not enough. What are the things we must do to-day? First, we must give ourselves to self-cultivation. We men and women, in whom are the shaping of ideas, are not taking time to keep ourselves fresh and alive. We are quite out of the student attitude of mind; we have lost the power of accumulation. We should not let a single week go by without a fresh study of some study. We must have something for ourselves to make us larger."

Alabama.

DEPARTMENT OF EDUCATION,
MONTGOMERY, ALA., May 1, 1893.

To County Superintendents:

In order to prepare the way for a general and systematic discussion of the educational interests in this State, and that those who may take part in the campaign may have some idea of the scope and nature of the subjects to be treated, I have thought it proper to give a list of topics, to which others may be added and considered by the speakers:

1st. The duty of the State to provide ways and means for the support of the public schools.

2nd. The obligation of the citizens to the State in promoting and sustaining public schools.

3rd. The education of the people, the surest protection to constitutional government.

4th. The natural and moral duty of the parent to educate the child to the extent of his ability.

5th. The right of the child to an education commensurate with his surroundings.

[By permission of State Sup't Harris we move to amend topic No 5, as follows.

"And commensurate with the duties and privileges of American Christian Citizenship"—EDITOR AMERICAN JOURNAL OF EDUCATION.

6th. The character of the teacher socially, morally and intellectually.

7th. Male and female teachers, their success in the school room.

8th. The right and duty of the teacher to govern and discipline the pupils.

9th. The importance of good school buildings with the modern improvements.

10th. Co education. Should it be encouraged?

11th. Ought the State to provide by law for local or general taxation, or either, for the support of public schools?

12th. Is it the State's duty to see that the children are educated?

13th. What should be the qualifications of a State and County Superintendent of Education?

14th. Duties of the County Board of Education as to the examination and licensing of teachers, and its vital importance.

15th. Duties of township trustees and the responsibilities resting upon them. Ought there to be one or more for each township?

16th. The importance and beneficial results of well regulated teachers' institutes.

17th. The duty of parents to supplement the public fund, thereby lengthening the school term.

18th. Should the State adopt an uniform series for text books for public schools for either State or county?

19th. Ought not the salaries of County Superintendents be increased, that they may give more time to school work?

20th. Does the public school laws of the State need revising and the Constitution amended in reference thereto?

21st. Ought industrial departments or both sexes be attached to public schools?

Each of these questions deserve the careful consideration of the people. While some are of minor importance perhaps, yet others should command our profoundest investigation. Men may differ as to methods, and at the same time aim at the same results.

While I may have decided views and convictions on all these topics submitted, yet I shall forbear giving them, and leave the people in their public gatherings to discuss each topic in a frank and friendly manner. There is nothing political, partisan, or sectarian connected with this programme; the sole aim object and purpose is to investigate and determine for the best. I confidently believe we are on the eve of a great progressive educational movement in this State, which will prove a lasting benefit to our people. What we need is earnest, zealous and persistent effort on the part of County Superintendents, Township Trustees and teachers, in order to secure success. There must be no such word as all in this enterprise.

You will distribute the circulars among those who will take part in the discussions. Make your arrangements, appoint places for holding these meetings, and create enthusiasm among the people. Some County Superintendents have already begun the work, and the people are becoming interested.

Get your county paper interested in the movement that it may be kept before the people. I appeal to you to put forth every energy in this work.

I suggest that you write, or cause to be written, a communication, say every other week, for your county paper, calling attention to this campaign.

I will at the proper time send you a number of hand bills to advertise the time and place of the meetings.

Yours truly,
JNO G. HARRIS,
Superintendent of Education.

TEXAS

EDITION

American Journal of Education.

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PERRIN & SMITH, PROPRIETORS.

We ought to do our teachers the *justice* in *all* the States to arrange for their prompt and liberal payment at the end of each month as other employees of the county and State are paid?

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How to Seat the Pupils.

THERE is an art in seating a school that some people never discover. One teacher can arrange fifty children in such a way that every one who enters the room will say: "What a lovely school!" "What bright, interesting children!" Another teacher could take the same fifty children and so seat them that no one would think of complimenting the school for its pleasing appearance.

Several elements are to be taken into consideration in the artistic seating of a school:

SIZE.

The first element to be considered is, of course, the size of the pupils. The smallest children should be placed in the front seats, and the larger should gradually increase until the rear seats are reached, where the taller children sit. "But," says one, "I have a tall boy who is near-sighted. He must sit in a front seat." Not necessarily. Give him a seat in the back of the room according to his stature, but let there be a tacit understanding that, when work is being done from the board, he may change with Jamie who sits near the front. In this way the appearance of the school is marred for only a short time each day, and yet the child is not inconvenienced.

ALTERNATE ROWS.

The pleasing appearance of the school can be further secured by seating the boys and girls in alternate rows. The bright hues of the girls' attire and the dark color of the boys' clothing form an effective alternation. In case a school is very troublesome, it may be an aid to government to seat the boys and girls promiscuously. It should not be done under other circumstances.

PERSONAL APPEARANCE.

Further, in arranging a school, it is not a sin to take into consideration the personal appearance of individual children. Here is a boy who, in spite of the teacher's kindly hints and suggestions, comes to school in an untidy

and unkempt condition. There is no law of "liberty, fraternity and equality" that compels the teacher to give that child the most conspicuous seat in the room where a stranger's gaze will first rest upon him; for the stranger is quite likely to generalize broadly, and conclude that all the children in the room are unkempt and untidy. The tactful teacher can, without hurting the child's feelings, or attracting any attention or comment, arrange to have the unfortunate little one sit in a row more remote from the door and the range of the visitor's eye.

THE CHARM OF BRIGHT FACES.

It helps the general appearance greatly to have in the front seats some of the happy people whose bright faces beam a cordial welcome upon every person who sets foot inside the school room door. Besides being a gratification to the guests, their responsiveness acts as an elixir upon the teacher. I call to mind a little man who sits in a front seat in a school-room I wot of. His shoes are heavy and patched, his little trousers have mother's embroidery on the knees, but his gingham waist is always immaculate, his face and hands are scrupulously clean, and who ever saw that blonde hair ruffled? No one enters the door without receiving a welcome smile and a trustful look that together are a benediction. Guests are often taken to his room to feel the magic of that sweet, unconscious influence.—*Intelligence.*

The Teacher's Hand-Bell.

E. D. K. says in *Primary Education*: "When should she use it? Why should she ever use it? What is more ruinous to the good discipline of a school-room than for a teacher to speak and ring her bell at the same time? The force of one is killed by the other, and yet the teacher who has the hand-bell habit is pretty certain to supplement its ring by a command in close connection with it.

When is there an occasion in any school when a pencil tap without words is not sufficient to secure the attention of an entire room that may be absorbed at the time in some uniform exercise? The silent gesture of an uplifted hand is best of all. A well-disciplined, observant room can be managed by this alone. Carry home the hand-bell, teachers.

Just here I asked a teacher by my side—a skillful, experienced one—"Do you use a hand-bell?" "No," she answered emphatically, "I have never used one since my first year when I banged one all the time. They are noisy, unnecessary, and unaesthetic." Fortified with this corroborative testimony, again I advise, "Put away the hand-bell."

Literature.

SOLOMON MAIMON: An autobiography translated from the German, with additions and notes, by J. Clark Murray, LL. D., F. R. S. C., Professor of Mental and Moral Philosophy, McGill College, Montreal. Boston: Cupples & Hurd. Pp. 322.

Solomon Maimon was born in 1754, and died in the year 1800. He was a native of Lithuania, then a province of Poland. He was a member of that race which Mr. Louis James Bloch, in his poem, *El Nuevo Mundo* (reviewed in this JOURNAL), so finely describes as the "wondrous people of the tortured fate."

Of a studious turn of mind, Maimon fell naturally into a class which may very well be described as mendicant. It was his destiny to be a scholar, and the instinct of his people within that region recognized the validity of this destiny in the very "practical" (which here, as so often elsewhere, means "perverted") way of considering him to whom it belonged as being exempt from the distractions of self-maintenance.

This fact must be taken into account as explaining the otherwise strange vagabondage characterizing the life of this marvelous personage. What a contrast in this respect between Solomon Maimon and Baruch (Benedict) de Spinoza! the latter not merely bent upon better vision on his own part, but all his life long grinding spectacle glasses—lense for both the physical and the spiritual eye—to help others toward clearer seeing, and himself worthily living by such means!

Each of these remarkable characters, as was natural, early came upon the speculations of Moses ben Maimon, and for a time found in them fullest satisfaction. Yet, in each, native vigor of mind compelled inquiry leading beyond Maimonides. And as Spinoza found through Des Cortes his way to that complete independence, and concrete maturity of spiritual life to which he gave organic form in his monumental work, the *Ethics*; so Solomon Maimon, a century later, found final emancipation through the rich fruitage of German speculation then already ripening.

We cannot here follow the details of the struggle of this strange life. Nor is there need that we should do so. The reader will find all this portrayed in the frankest, most unreserved manner in the volume before us. The book is, besides, full of glimpses into the manners and customs of Poland, and especially of the Polish Jews of last century.

It is, therefore, not merely a "curious" book; it is a book of special value to readers of history and to teachers of history. More than this, it is a rare psychological study, and the scholarly care evidenced in the translation, notes and additions has by no means been unworthily bestowed.

And to say that Prof. Murray is the translator, is to say that the work is finished and elegant, as well as accurate and adequate.

W. M. B.

ELEMENTS OF SOLID GEOMETRY, by Arthur Latham Baker, Ph.D., Professor of Mathematics in the University of Rochester. Ready in September. The key note of this work is the suggestion of Dr. Morgan in his *Formal Logic*: "Every study of a generalization or extension gives additional power over the particular form by which the generalization is suggested."

The distinctive features are improved notation, tending to simplify the text and figures; improved diagrams, particular attention being paid to the perspective of the figures; clear presentation, each part of the discussion being presented under a distinct heading; generalized conceptions, which is the principal feature of the work, the general theorems for the frustum of a pyramid being first worked out, and then the pyramid, cone, prism, and cylinder discussed as special cases of the pyramidal frustum and of the prismatoid.

This results in great condensation without any sacrifice of clearness or necessary matter, and thus gives the student much more time for practical work in examples, besides giving him a broader conception of the subject.

The limiting cases and the correlations of the different solids are kept constantly in view, and the essential unity of the subject constantly impressed upon the reader.

It will give the student a broader knowledge of the subject than can be acquired from any text book based upon the ordinary methods.

A strictly geometric treatment of conic sections is included.

The *Homiletic Review* for August comes to hand with its usual supply of good things. Prof. J. J. McCook, of Trinity College, contributes the second of his articles on "Practical Politics: What can Clergymen do About it?" D. S. Schaff, D.D., writes instructively on "The Graves of Egypt." "Immortality in the Light of History and Reason," is the theme of an interesting paper by Rev. W. H. Isley. A concluding article on "The Higher Criticism," by Rev. J. West by Earshaw, states and answers some of the objections to that much-discussed mode of treating the sacred Scriptures. Wm. Hayes Ward, D.D., writes upon "The Immortality of the Soul in the Inscription of Panammu I." The Sermonic Section is more than usually rich in its material. The Exegetical Section has a suggestive treatment of Heb. ii 5-8, by Prof. William Milligan, D.D., of Aberdeen, one of the ablest living exegesis. Rev. J. Winthrop Hegeman, Ph.D., contributes another sociological study of London, discussing the work respectively of the Church Army and the Salvation Army.

The remaining sections have their usual interest.

THE July St. Nicholas will contain an illustrated article on Chicago, by John F. Balyantyne, which will include a great number of views of the famous buildings and boulevards of that city. Mrs. Clara Doty Bates, who is in charge of the Children's Library at the World's Fair, contributes an article on the Children's Building to the same number. The July St. Nicholas will contain also several Fourth of July stories, and an article on "Festival Days at Girls' Colleges," including illustrations taken at Wellesley, Bryn Mawr, Smith, Vassar and the Harvard Annex.

THE September St. Nicholas will be the first issue of that magazine since *Wide Awake* was merged in it. The publication of the latter magazine will cease, the good will and subscription list having been purchased by The Century Co., the publishers of *St. Nicholas*.

THE Board of Education of Fisbury, Illinois, have wisely re-elected Mr. Edward D. Bangs as superintendent of their schools for the coming year.

July Number Omitted.

ON account of the unavoidable delay caused by the recent changes in the management of the JOURNAL, we have concluded to omit the July number. Our advertisers and subscribers will not lose anything, however, by this omission, as we will make up the year's work.

The Secret of Discipline.

BY M. H. H.

THE use of corporal punishment, except in extreme cases, is a thing of the past. What shall be its substitute? A careful study of the conditions which will bring willing obedience.

There are material and personal conditions which help to obtain the desired result. Under the first head would be pure air and a proper arrangement of light.

No teacher needs to be told the necessity for pure air in the schoolroom, and yet you may enter room after room in which the air is unfit to breathe. This is because the change from the pure to the impure air is so gradual that those who are in it are not aware of it. For this reason, it seems well that the teacher should step from her room into the corridor once or twice during the session, when on return to her room the condition of the atmosphere will instantly be apparent to her.

The proper arrangement of light is not always in the power of the teacher. The windows are often very badly placed, giving cross lights which should have been avoided when the building was designed. But suppose there are no cross lights, we then find the chairs so placed that the light which should come from the back and right is more often directly in front, or nearly so. These conditions are not only injurious to the eyes, but they produce an unconscious irritation which makes children restless and disorderly.

I have often heard teachers told to have plenty of light in their rooms. Too much light is as bad as too little. Raise your curtains to the top of your windows some sunshiny day, and leave them so all day. The next day, of the same kind, draw them part way. Now tell me, were you not much more tired the first than you were the second day? Have plenty of light, but beware of too much, for it tires, and a consequent restlessness is observable.

Having arranged the material conditions to the best of your ability, turn your attention to the personal, teaching, where it is possible, by example as well as by precept. Example is often much the more effective remedy.

Order, cleanliness and plenty of work are tools which are most useful

in the schoolroom. It is your right, teachers, to demand of the parents that their children shall have clean hands and faces and combed hair. I feel that you say the demand is wasted, for the children come just as dirty after it as before. This is only too true, but you have one remedy at your hand. Every school-building has water in, or about it and you can oblige the culprit to wash there, if he will not at home. If he does come one day unusually clean, let him know that you are aware of it and appreciate it. Many teachers examine the faces, hands, hair and boots of pupils at the opening of each session and they say the result is quite satisfactory.

Cleanliness and order are so closely allied that I feel that I must speak of them together. "A place for everything and everything in its place," is a great help toward cleanliness. We little realize what poor examples some of us are of this rule, which we try so hard to impress on the minds of our pupils. Can we go to our desks in the dark and take from them anything we want? Can we go to our closets and do the same? Here is an excellent chance to teach by practice as well as by precept. We should have our things arranged as carefully as we expect theirs to be, and keep them so.

Every pupil should have a place for each thing necessary for his work and keep it so carefully in its place, that he can at any time put his hands into his desk and take from it without stooping, any article he needs. It is surprising how much noise and confusion this obviates, to say nothing of the time saved.

Each pupil should understand that the chair he occupies, the desk in front of it, and the floor beneath and around it are his, and his only; that he is held responsible for the condition in which they are kept, whether the dirt which he finds on his premises were put there by himself or another.

Now, give him as much, or more, to occupy his time, as he has time to occupy, and you will not miss the old time rod.

There is one more very important thing, your voice. Imagine your feelings after sitting five hours under the incessant talk of a loud or harsh voice. If a child is hard of hearing it is better for him, and far better for the other children, that he occupies a front seat. Pitch your voice slightly above conversational tone and decline to repeat. The result is, ease to yourself, rest to the children, and a kind of attention hard to attain in any other way.—*Popular Education.*

THE teacher is a lighted torch—editors of school journals should be in better business than blowing out this light by their small, uncalled-for, mean criticisms; out upon all this belittling of the work done by our more than four hundred thousand teachers.

Housekeeping Schools.

IN a recent review of the schools of housekeeping in different countries, those of Sweden were called the pioneers. One of its cooking schools supports a restaurant for about one hundred persons. The advanced pupils prepare for the others what they cannot do for themselves.

These schools in Sweden exhibit a great variety, but in Belgium their uniformity is secured by law. Hygiene and the theory of household processes are a part of the course of study for elementary schools. Practical instruction in housework is a large part of the course in the secondary schools for girls, and in Brussels a large school provides for working women and others.

In France this subject of study has been recognized by the state longer and in more detail than in Belgium. Here the aim is more to teach girls an occupation by which to support themselves. An elaborate plan of study was adopted in Paris in 1886, which includes housekeeping, hygiene, cooking, cleaning and washing. There are numerous Women's Union schools, and others not supported by the state, such as those belonging to the factories of Lyons.

In London there are ninety-four model kitchens, managed by fifty trained teachers, and attended in 1887 by 10,000 scholars. Each class includes twenty or thirty girls, who work together six or eight at a time. The food cooked is sold. Similar schools are found in many other cities of England.

Germany has the largest number of these schools. One in Lubeck was founded in 1797. It teaches girls under sixteen the ordinary school subjects, besides gymnastics, washing, ironing, cooking, and the cleaning of living rooms. A Women's Association at Breslau has a very successful school, with courses in housekeeping, kindergarten work, manual training, book-keeping, cooking, and photography. In 1890-1891 it had 702 scholars.

In Austria, Vienna has eight such schools for girls and ninety-three trade schools for boys.

THE teachers of Missouri found that by circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the people, that the money it had cost them, \$1.50 per year, has been returned to them many times over, in the average increase of wages from \$27 per month to an average of \$47.50 per month.

Can we not unite now and make the compensation an even \$50 per month as a minimum, in all the States? We can afford, with our growing wealth, to do this now. In fact, we cannot afford not to do this, for this would insure competent teachers for nearly all our country schools.

When My Ship Comes In.

Uncle often tells us stories
Of a ship he has at sea,
And the wonders and the glories,
If we're good, for Tom and me.
And I dream that somewhere sailing
Is a gallant bark of mine,
With the soft wind never failing,
And the weather always fine.
Oh! the bells will all be ringing
With a merry, tuneful din,
The birds will all be singing,
When my ship comes in!

She is bringing gifts for mother,
And for father and the boys,
And my little baby brother
Shall be smothered deep in toys;
Her hold is full of treasure
From the islands of the Main,
And her fairy crew at leisure
Are sailing home again.
Oh! the pleasure past all rhyming
And the joy that will begin,
When all the bells are chiming,
And my ship comes in!

There are storms and sudden dangers
Hiding cruelly around,
Where just such ocean rangers
As my fairy bark are found.
Blow, breath of heaven, behind her,
And guide her safely home,
And some day I shall find her—
My ship from o'er the foam!
Oh! the birds will all be singing
When her crew the haven win;
The bells will all be ringing
When my ship comes in!

—August St. Nicholas.

It is a fact that the *taxpayers* and the people need to know more about what our teachers are doing in all the common schools, and the school teachers too, need to know more about the people.

The tendency at present is toward a closer union of effort between teachers and parents. The ways and means and *worth* of the school are better known to parents than formerly.

Schools are conducted with more regard for the wishes and interests of the *taxpayers*. In many countries the best channel of intercourse between the school and the parents is the *county paper* containing an educational column. If our teachers interest the county papers and through them interest the community as to the value and importance of their work, great good will be done. The *printed page* is to become more and more the regenerating power of the people. By all means keep up an interesting, crisp, educational helpful column of *short items* in all the county newspapers.

A KIND word at the right moment might have saved many a person from despair.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

PERRIN & SMITH, PROPRIETORS.

K. N. ANDREWS, Chicago, J. B. MERWIN, St. Louis. Editors.

Please notice the change in the ownership of the AMERICAN JOURNAL OF EDUCATION, and send all letters and money to Perrin & Smith, 208 Vine St., St. Louis.

OUGHT we not to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? We think so.

Illinois.

"ILLINOIS," says the Governor, "vies to-day with Massachusetts, Connecticut, and other New England States, which were but recently regarded as pioneers in the cause of popular education, in the liberality of the support given to our public schools and higher institutions of learning.

"A comparison of the cost of tuition per pupil in the various States, and of the aggregate sums expended for the support of schools, and the erection of school houses, shows that among the richer and more populous States of the Union,

ILLINOIS

surpasses the great States of Pennsylvania, Ohio and Indiana, and is only surpassed by Massachusetts, whose pre-eminence in the excellence and efficiency of their common school system has attracted the attention and elicited the admiration of the world.

THE FREE SCHOOL SYSTEM

of this country is its present glory and future security, and should be extended, sustained and fostered with a jealous hand. The schools are a guarantee of comfortable homes and happy families, and that the civilization, wealth and happiness of the people in the next generation will be vastly superior to this.

"The able report of the Superintendent of Public Instruction has been laid before the Legislature, and its suggestions are worthy of careful attention.

"The Industrial University and the Normal Universities are essential parts of our public school system.

"Their development and growth will conduce directly to the improvement of the common schools in every part of the State, and for this reason they should be treated with the same liberality which the common school receives, and every needed provision made for their support."

The Refiner of Silver.

SERENELY on thy thorny way
From year to year, from day to day,
My steps are led by guiding hand,
From land to sea, from sea to land.

I know, though molten heat be great,
Who sits to watch the liquid state;
When His blést image falls within,
Then doth the Master's work begin.

He will not make the flame too strong,
He will not leave the flame too long;
No fear have I of furnacé fire,
Since what He wills I most desire.

In all His words believe I must,—
For though He stay, in Him I trust:
He is my Light, my Life, my all;
What could affright?—what can appal?

His purpose chose me in the past,
When, in the billowy fire cast,
My dazed eyes all my treasures saw
Burn like the stubble and the straw.

No, not my erring will be done!
The Master's work is but begun;
He'll take the silver from the flame
To stamp His image and His name.

—Clara Jessup Moore, in *March Lipincott's*.

Tools to Work With.

THE teachers and pupils in the schools must have some "tools to work with in the school-room" as much as the farmer must have a plow and a hoe to cultivate his farm efficiently—as much as a carpenter must have a saw and a hammer to build a house, or a blacksmith a forge and an anvil to do effective work.

Intelligent school officers understand this, and wisely provide for these things so that no time need be lost, either by the pupils or teachers, their time goes on, the pay goes on, and if they do effective work in the schools these "tools to work with" must be furnished.

The "official organ" of the State department of Iowa, suggests that the following article be read

TO ALL SCHOOL DIRECTORS.

"Many school officers are bent on that kind of economy which proves disastrous to the best results of the teacher's efforts. To insure a profitable school the school house must be furnished with something more than desks and seats for the pupils.

In a school-room poorly equipped the teachers efforts are crippled, and her labor rendered less effective, and thereby less profitable to the community. It is an actual loss to the community in the education of the children, and from the standpoint of taxation, to have a room only poorly equipped with appliances. To hire a mechanic and place him in the shop with lumber, a work-bench, no hammer, no saw, and a dull plane, and expect work to be done well and rapidly, with profit to the employer, is absurd, to say the least.

A parallel case is that of a teacher employed in a school-room unfurnished.

By such parsimony the community is cheated out of that valuable and effective service which the teacher might otherwise render. The district

with a well-furnished school-room can better afford to pay a teacher \$40 per month, than a district with a poorly furnished school room can afford to pay \$80.

What constitutes the necessary furniture for an ordinary country school room? The following list of essential supplies for the use of schools was prepared by Supt. Boyes, of Dubuque county. The list is printed on slips, which he sends to all the teachers in the county. The teacher forwards the marked slip to the superintendent, who addresses it to the proper school officer in that district, recommending to the board that all arrangements be made for providing these needed articles. The list is as follows:

Teacher's Desk,	Recitation Seats,
Cubical Blocks,	Blackboard,
Register,	Dictionary,
Cyclopedias,	Clock,
Maps,	Crayons,
Erasers,	Pointers,
Stove,	Globe,
Shovel,	School Charts,
Teacher's Chair,	Thermometer,
Broom,	Hand Bell,
Dust Pan,	Call Bell,
Duster,	Hook for Wraps,
Pail,	Window Curtains,
Dipper,	Numeral Frame,
Poker,	Physiological Charts,
Map of the State,	Pupils' Desks, Double or Single,
Pupils' Register.	School Register.

Let every teacher in our country and village schools in all the States bring the above to the attention of his or her school officers, and accompany it with a personal appeal for these needed tools to work with in the school-room."

OUGHT we not to remember at all times, that if every person has a right to vote when he becomes a man, that the right of every child to that degree of knowledge which shall qualify him to vote is a thousand times as strong?

THE FRISCO LINE

Is the popular route from Western Kansas to all points in Southern Kansas, Southwestern Missouri, Arkansas, Indian Territory and Texas. For particulars, address nearest Ticket Agent of the Frisco Line or D. Wishart, General Passenger Agent, St. Louis, Mo.

Cheap Rates.

The Clover Leaf Route now has on sale at greatly reduced rates round trip tickets to all northern and eastern summer resorts, such as Put-in-Bay, O., Detroit, Mich., Bay City, Mich., Mackinaw Islands, Lake Chautauqua, Niagara Falls, Thousand Islands, etc. Can offer numerous circular trips by lake and rail, including Chicago. Apply at ticket office, No. 505 Olive St., St. Louis, Mo.

OBJECT TEACHING.

It is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher more than doubled, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$80.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

Hampton Roads—Norfolk, Va.

We acknowledge the receipt of a map showing the late gathering of war vessels of the different nations, in Hampton Roads, Va., prior to the great review in New York. It is a map that should be in the hands of all our people. It shows not only the vessels, but also Old Pt. Comfort, Newport News, Hampton, Norfolk, Portsmouth, Berkley and other points of national and local interest, also shows the great conflict between the Monitor and Merrimac, which took place in these waters in 1862. For copy of the map address A. Jeffers, Norfolk, Va.

Rates to Chicago.

Via Vandalia and Illinois Central as low as the lowest. This line goes direct to World's Fair. You can save long and expensive transfer in Chicago by using this line to the Fair.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

PERRIN & SMITH, PROPRIETORS.

HENRY E. CHAMBERS, New Orleans Editors
J. B. MERWIN, St. Louis.

ARE the funds *on hand*,— and sufficient to pay the teachers each month as other State and county officers are paid?

WE OUGHT now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? Don't you think so too?

Teacher, (reading)—

Let down your sable shade, O night!
And hide this sad earth from my sight.

That's poetry. How would you express the same idea in prose? Well, Johnny.

Johnny: Pull down the blind.

GOVERN yourself; do not get angry. Never let pupils know that you are annoyed. Nothing delights mischievous or vicious pupils so much as to see that they can annoy the teacher, and they are quick to follow an advantage thus gained. Woe to the teacher who thus places herself at the mercy of "young tyrants."—*Greenwood's Principles of Education*.

INSTEAD of giving or pumping knowledge into pupils and showing them what and how to do, they should be encouraged to stride out for themselves, to find out new truths and new ways of doing a thing, and unassisted to solve problems that lie within their powers. There is too much guiding, helping and supporting in the schools and too little self-activity. Character is self-reliance, and the only way to form it is by self-activity. Diesterweg expressed it: "Lead your pupils to self-reliance through self-activity in the service of the true, beautiful and good."—*School Journal*.

Every Morning.

Be early.

Tidy up the desk.

Greet the children cheerily.

Get a little nearer the children.

Give them assistance if they need it.

Brighten up everything and everybody.

See that the crayon and blackboards are all right.

Look about the school yard as though you enjoyed it.

See that the room is thoroughly ventilated before school begins.

Inquire about them, their home, their work, or their play, as you would about an older person.

"Before-school" work is better than "after-school" work—the one may be made a luxury; the other is a bore.—*Exchange*.

Teachers of America, Come to the World's Columbian Exposition.

FELLOW-TEACHERS of America, four hundred thousand strong, I cannot urge you too earnestly, nor too strongly, to make a close, protracted study of the Fair. As Kate Field writes in "Washington":

"The men of the Directory have builded even better than they knew. In the presence of their beautiful dream city, I stand with reverence and thank God for the rhythm of the 'frozen music.' Thus was architecture called by a woman—Mme. de Staél—and now I, another woman, dare to say that were there nothing at Jackson Park but this symphony in white, created by the best architects of the United States, the melodious spectacle would be worth a journey round the world. There never was its peer. We shall not look upon its like again. From it will date the era of a new architecture for this country, which will transform our towns and make this Republic literally the home of art."

The unequalled educational opportunities and advantages of this great Exposition impress themselves upon me, more and more, as I walk through the White City and observe the vast treasures of knowledge from every quarter of the globe, gathered within its walls. No Summer School, eight weeks' trip to Europe—no other vacation outing—is comparable in educational value to that which Chicago offers you this summer.

Probably never again will be gathered together so many magnificent illustrations of science, art, history, manufactures, and commerce. It is an object lesson *par excellence*. It will be the regret and mistake of a life time if you do not make every effort to study the greatest educational exhibit on earth. Whatever a teacher's taste, or special direction in teaching, finds here ample means of gratification.

School boards might act with great wisdom and foresight by sending their teachers to the Fair, and paying their expenses; the outcome would be extremely beneficial to the pupils.

I am led to write this, because many letters of inquiry bear witness to the wide spread and false impressions in regard to the actual expense attending a trip to Chicago at this time. I can say to you positively that any one can get board and lodging in Chicago, near the Fair Grounds, for \$10.00 per week, or one dollar and forty three cents per day. You may reckon expenses per day as follows:

Board and Lodging	\$ 1 43
Car-fare.....	20
Admission.....	50
Lunch on grounds.....	30

\$ 2 43

Per week, of six days each.. \$14 58

This includes everything but the incidentals, such as rides upon the lagoon, and the many interesting shows in the Midway Plaisance.

By sending two dollars and fifty cents to J. M. Greenwood, Kansas City, Mo., you will become a member of the National Education Association

and at the same time put yourself in the hands of your friends in Chicago. By written request, you will be found a comfortable boarding place, and will be met at the station and guided to your temporary abode.

Come,—if you can beg or borrow the money. Come and stay just as long as possible. To again quote Kate Field: "Come one, come all. You cannot come too soon or stay too long. Whoever tells you that the Fair is not ready, has about as much appropriation of its wonders as an ant has of differential calculus. I do not expect to see one-thousandth part of the Exposition if I remain all summer. Americans who go to Europe this summer show as little patriotism as appreciation of this exposition of the brains of all nations that well-nigh appalls by its magnitude.

Jules Verne journeyed round the world in eighty days. Come to Jackson Park, and, like Puck, you can put a girdle round the earth in forty minutes and then sit down to choose the country in which you will spend the day."

This is written in the direct interest of the school children of America.

Sincerely yours,
(Signed) FRANCIS W. PARKER.

The University of Missouri.

SPECIAL ADVANTAGES.

THE buildings and equipment are new and up to modern demands. Half a million dollars have been expended for new buildings alone. None are sought but students of good character and earnest purpose. Much attention is given to athletics, and the

aim is to fill the college life with gladness; but immoral and indolent students are not invited, and if they come they are sent home as soon as their characters are found out. All departments are open to men and women alike. The first honors in 1892-93 were won by a woman. The climate is bracing and the locality healthy. The town was settled by Virginians, Kentuckians, and Tennesseans. The President is a Virginian, who taught for years in Tulane University, New Orleans. The local feeling is sympathetic towards the South, but the University is absolutely free from politics. It seems destined to be the great University of the South and Southwest. Tuition fees are nominal. Board is cheap. There are churches of all denominations. Y. M. C. A. and Y. W. C. A. exist among the students. Divine worship is held every morning in the chapel. The University is full of religious influence, but is wholly non-sectarian.

There is no preparatory department. Provision is made for post-graduate work in English, Latin, Greek, Modern Languages, Semitic Languages, Mathematics, Chemistry, Physics, Geology, Biology, Law, Pedagogics, and Engineering. There is low cost of board (1) in club, (2) in private families. There are excellent railroad communications by Kansas City, St. Louis, Sedalia, and Moberly.

If you are not prepared to enter and do not mean to work, we advise you to go elsewhere.

R. H. JESSE, President,
Columbia, Mo.

1855. The National Normal University, Lebanon, O. 1893.

Fall Term Opens Tuesday, Sept. 5, 1893.

Classes Increased and Courses Extended in the College of Teachers. More than Twenty Departments in Full Operation.

A Statement from Lebanon Business Men.

From personal knowledge, we are glad to announce that, as the result of a recent re-organization, The National Normal University of this place, is now on a solid basis, financially, materially and professionally.

The University is owned and conducted by the National Normal University Co., which has a paid up capital stock of \$30,000 and begins business without a dollar of debt.

The Lebanon Western Star Says: "The good old Normal bell will ring on, and more students will gather to its call than ever before. Lebanon has joined hands with the University to work for the common good. Every prominent citizen has promised to help the boom along, and the Western Star intends to lead the procession."

All the leading moneyed men of Lebanon have invested in the new enterprise, and are giving it their enthusiastic personal support.

The faculty will remain the same with Pres. Alfred Holbrook at its head, and Prof. R. H. Holbrook will continue as the Business Manager for the Board of Directors.

We are confident that the University has entered upon a new and unprecedented prosperous era in its long and creditable history.

J. L. Stephens, M. D., Ex-Senator; J. M. Hayner, President Lebanon National Bank; G. W. Stanley, Attorney; Geo. B. Vanhorn, Gen. Manager of Lebanon Light & Fuel Co.; F. M. Cunningham, Probate Judge; H. I. Fisher, Editor Western Star-Gazette; C. K. Hamilton & Co., Publishers and Booksellers; W. S. Dilatash, Judge Court Common Pleas 2d Judicial District of Ohio; Mrs. M. E. Bowker, Milliner; A. W. Mardis, M. D.; Ed. S. Conklin; Geo. W. Perry, Baker; Al. Brant, Livery; Reif Bros., Butchers; Dr. F. H. Frost, Druggist; B. H. Blair, M. D.; L. E. Kratzer, Photographer; Fred & Hymann, Clothiers; S. S. Scoville, M. D.; J. N. Oswald, Furniture, &c.; Suenemen & Seiker, Notions and Fancy Goods; Coryell & Co., Dry Goods and Carpets; W. Gilbert Thomas, Attorney; Lot Wright, Attorney-at-Law; Rev. W. F. Silveus, Pastor Cumberland Church; J. P. Scott, D. D., Pastor Presbyterian Church; Wm. C. Lewis, Retired Merchant; Thos. Starry, P. M.; W. F. Sabin, Plumber; C. S. Koogle, Baker; J. M. Oglesby, Cashier Lebanon National Bank; P. V. Bone, Asst't Cashier Lebanon National Bank; M. Callaway & Sons, Clothiers; J. P. Porter, Pastor Methodist Episcopal Church; J. H. Ludlum & Sons, Grocers; C. P. March, Merchant Tailor; Dr. E. C. Sears, Dentist. For full information (catalogue free) address

8 PRES. ALFRED HOLBROOK, Lebanon, O.

MISSISSIPPI

EDITION

American Journal of Education.

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PERRIN & SMITH, PROPRIETORS.

J. W. MARTIN, Jackson Editors.
J. B. MERWIN, St. Louis

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid? This should be looked after and provided for in all the States without further delay.

WE OUGHT to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and State officers are paid in every State in the Union, and as fast as practical, we should provide for longer school terms so that the children would not lose during the long vacation, the most that they are taught while they attend school during the short terms.

BY all means have some good, strong, popular lectures to interest *the people* in the general subject of Education, in the evening, before your Institutes. Good music and good cheer will help also; avoid technicalities and have a large force of your teachers on and as polite ushers to seat the people and make them *welcome*.

LET US hear of the number enrolled in the institutes, of the advances made; of the new interest awakened, of the plans organized for a "reading circle" in every school district, of the prospect of some more intelligent legislation bearing on school matters.

Our teachers need to be alive to all the good interests of the neighborhood. You lose nothing by communicating what you know, and all you know, if thereby your friend and neighbor and patron is made the wiser, stronger and happier.

Fill up with something new and interesting, be enthusiastic and inspiring to all pupils, parents and friends everywhere.

PLEASE to remember and to state the fact that co-operation carries with it the vigorous sap of new interests and new ideas to the ten who join the new order of things. Each individual represents the united power of ten—the united intelligence of ten. Ten are vastly wiser than one and in co-operation vastly stronger than one, and, despite all that can be said, vastly better than one. Ten

Suggestions for Teachers.

COURTESY TO PUPILS.—If courtesy to parents is a duty, it is not less a duty to pupils. Everybody knows how Luther's schoolmaster, the famous Trebonius, used to take off his hat when he entered his schoolroom. "I uncover my head," he would say, "to honor the consuls, chancellors,

doctors, masters, who shall proceed from this school." Dr. Arnold won his way to the hearts of Rugby boys by the simple respect which he showed in accepting their word as true. A master's success has sometimes been imperiled by so slight a matter as the mistake of not returning boys' salutes in the streets, for courtesy begets courtesy—it is a passport to popularity. One special point of personal courtesy you will let me mention—it is punctuality. To keep a class waiting is to be rude and to seem to be unjust, for a sense of speculation arises when a master is apt to be late. If he is generally four minutes late, the boys will count the chance of his being one minute later, and the result will be disappointment, disaster, and then dislike.—*Contemporary Review*.

KEEP THEM BUSY.—Pupils who are kept thoroughly busy at what they should be doing scarcely need any further government. Even good pupils can not be trusted if they have nothing to do, or if they are not doing what they ought to be doing. If I were asked what is the "best method" of preventing whispering in school?—did you ever hear that question?—I should say, give every pupil some right and useful thing to do, and then be sure that he is busy doing it. And the same thing might be said respecting those other practices which so often waste time, spoil pupils, and make the teacher's school life a prolonged torture.

NOT AMUSEMENT.—The education that takes place through amusement dissipates thought; labor of some sort is one of the great aids of nature; the mind of the child ought to accustom itself to the labor of study, just as our soul to suffering. You will teach a multitude of things to your child by means of pictures and cards, but you will not teach him how to learn.—*Madame de Staél*.

CEREMONY.—A little ceremony at times has a good effect, especially upon boys and girls in the country,—a formal "Good morning," on opening, and a formal "Good night," at dismissal. While this is made formal, it should by no means be heartless; let the tones be round, full and hearty, and let time enough be taken to make an impression. On the entrance of a visitor, it may be well at times for the teacher to allow the school to rise and greet him with a proper salute. Visiting the schools of

Toronto at one time, in company with Superintendent Hughes, nothing impressed me more pleasantly than to see the children rise and, in response to the superintendent's "Good morning, children," make a graceful gesture with the right hand and return a ringing, hearty "Good morning, Mr. Hughes." Some such well-managed ceremony does much to remove the awkwardness and boorishness which too often trouble children in the country.—*Pub. School Journal*.

A mere plodding boy was, above all others encouraged by him. At

Laleham he had once got out of patience, and spoken sharply to a pupil of this kind, when the pupil looked up in his face and said: "Why do you speak angrily, sir? indeed, I am doing the best that I can." Years afterwards he used to tell the story to his children, and said, "I never felt so much ashamed in my life; that look and that speech I have never forgotten.—*From Stanley's Life of Arnold*.

school is so formed that a scholar is unpopular who does wrong, you will find not only that all the mean degrading forms of personal chastisement are unnecessary, but that the need of punishment in any form will shortly disappear.—*Fitcher's Lectures on Teaching*.

How great it is, and how grand it is, that more and more our teachers are having their intellectual and moral faculties inspired by some vigorous thinker. They are wrestling in a generous hopeful contest until this blessing of an illumination comes to them. Then they do not dwell or linger below their destiny but go up into the regions of immortality and fame. Don't delay in getting into contact with the great and the good. They are ready and anxious to give this "blessing." When our knowledge becomes a pond instead of a river it stagnates. It stagnates unless it is continually fed. Keep the papers in circulation.

THE great high road of human welfare lies along the old highway of steadfast well-doing.

THERE is a vast plentitude with which to equip ourselves as teachers, if we were wise enough and large enough to utilize it.

SOMETIMES if our teachers were to ask parents for liberty to make the most possible of their children—a great intelligence—a great character—a hero—nay, more, a glory—would they consent?

WE hope every State Superintendent and the County Superintendents will unite early in a petition urging the governors of all the states to declare the 21st day of October, 1892, a legal holiday so that all can participate in the celebration of the opening of the "World's Columbian Exposition."

THE real teacher will always have something interesting and valuable to present beyond the information given in the text book. The teacher supplements both the book and the child experience. He is a constant student. He interrogates nature. His knowledge should be always fresh and sparkling; it is at once wider and more specific than that derived from text books. He opens up to the child mind new beauties and new wonders of the special topic under consideration. Curiosity is kept active. Every energy is aroused. The pupil grows strong as well as wise, and the power of ready and penetrating attention becomes a life habit. What estimate can be placed upon the value of such a teacher for your child?

WASHINGTON

D. C.

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This amounts to about \$1,000,000 per day, which the farmers pay because they *don't know* how to stop this, because of their ignorance.

Then, too, there is even a greater loss than \$1,000,000 per day from the insect hordes which work incalculable destruction among the wheat and cotton.

Not only do the farmers pay these amounts, but consumers pay also. Ignorance, you see, costs all the time.

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An honest man is the noblest work of God.

Good health is better than wealth.

Not failure, but low aim is crime.

True worth is in being, not seeming.

Being good is the mother of doing good.

Obedience is better than sacrifice.

Keep good company and you shall be of the number.

There is nothing that costs less than civility.

It always pays to be a gentleman.

Politeness is the outward garment of good will.

Thou shalt rise up before the hoary head.

The noblest courage dares to do right.

Denying a fault doubles it.

Do unto others as ye would that they should do unto you.

Be friendly and you will never want friends.

Think the truth, speak the truth, act the truth.

Kind words are the music of the world.

A person good at making excuses is seldom good for anything else.

THE SILVER MEDAL AND DIPLOMA OF MERIT.

"With commendation from great potentates."—SHAK.

WE have before stated the fact that "The International Jury of Awards" of the World's Fair, at Paris, decreed "a Diploma of Merit, and a Silver Medal to the AMERICAN JOURNAL OF EDUCATION, at St. Louis, Mo., U. S. A." The Medal and Diploma were sent to us, officially, through the State Department at Washington, D. C. The following illustrations show, in reduced size, a *fac simile* of both sides of the Medal received:



Republic Francaise,
Ministerie du Commerce, d'Industrie, et des Colonies,
Exposition Universelle de 1889.

Le Jury International des Recompenses.

Decerne une Diplome de
Medaille d'Argent

To the "AMERICAN JOURNAL OF EDUCATION"
Revue Publique par J. B. Merwin, a St. Louis,
(Missouri) Etats Unis.
Groupe II, Classe 6.

Le Directeur General
De l' Exploitation.
[Signed] Georges Berger.

Le President du Conseil
Commissaire General.
[Signed] P. Tirard.

The *St. Louis Republic* made editorial mention of the reception of the Medal and Diploma of Merit, as follows:

"The *American Journal of Education* publishes a *fac-simile* of the Silver Medal it recently received through our State Department from the Government of France. The Medal, valuable in itself as a work of art, is more valuable in that it expresses the decision of the Award Committee of the French Universal Exposition that this St. Louis Journal stands at the head of its class in America. The city is much in debt to Mr. J. B. Merwin and his able associates for the credit it thus secures for the high standard of its educational work, but much more in debt for the work that entitles it to the credit."

St. Louis Truth [and we value these pleasant words all the more highly because spoken by *Truth* to its thousands of readers] has this to say of the Diploma of Merit and the Silver Medal awarded by the "Exposition Universelle," sent us through the State Department at Washington, D. C.:

"It is not often that St. Louis has such a tribute paid to literary genius, as that recently awarded to J. B. Merwin, editor of the *American Journal of Education*. Through the State Department at Washington a Silver Medal, and Diploma of Merit, have been sent by the French Republic. Mr. Wm. M. Bryant and Mr. Schuyler, of the St. Louis High School, have both given able criticisms upon the special and peculiar excellence of the artistic work the diploma exhibits. The large silver medal is handsomely engraved on both sides, expressing symbolically the merits of the Journal."

We quote, without any betrayal of confidence, we trust, the following from United States Senator, Hon. F. M. Cockrell, as a sample one, from many private letters of congratulation received:

"SENATE CHAMBER, WASHINGTON, D. C.,

"March 6th, 1892.

"My Dear Mr. Merwin:—

"I was much gratified to learn through the papers that you had received, through the State Department, though somewhat tardily, the Diploma of Merit, and the Silver Medal, decreed to the *American Journal of Education* by the International Jury of Awards at the Paris Exposition. I congratulate you most heartily upon this well merited recognition of your effective work in the West and South for the last quarter of a century.

"Sincerely yours,

"F. M. COCKRELL."

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A TEACHER who recently received as an addition to her primary school flock a small graduate from the kindergarten was impressing upon the new pupil the necessity of quiet movement about the room. "Now, Harry," she said, "go back to your seat and see how still you can come to the desk. Come up like a mouse," she finished, by way of illustration.

Whereupon the small Harry returned to his place, and dropping on all fours, came nimbly and silently in true mouse fashion through the aisle. The outburst of merriment, which neither scholars nor teacher could suppress at this performance, surprised and grieved the heart of the little kindergartner who saw nothing unusual in it.—*Ex.*

American Journal of Education.

BUSINESS DEPARTMENT.

Business Notes.

HEREAFTER the nine editions of the JOURNAL OF EDUCATION will be issued regularly each month, and advertisements to insure insertion must be in our office not later than the 5th.

MR. L. BROWNING, who has had many years experience as an advertising agent, will have charge of our advertising department in this city.

THE publishers of the AMERICAN JOURNAL OF EDUCATION are not engaged in the School Supply business, nor are they interested in any company in said business, so that our columns are open to advertisements of all kinds of business that would interest our readers. All will be given a fair show

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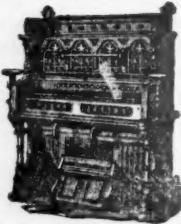
The Electropoise is no doubt a success and has been adopted into my family. At first we could see no good in the small contrivance from the fact that we did not need the "conventional spoon." But an intelligent use of the Electropoise will prove a blessing to the sick and a rest from nauseous drugs. Yours truly, W. S. Hills, Pastor Congregational Church, Republic, Mo.

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